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ABSTRACT

In this study teacher centers are explored as one successful approach to professional inservice training. A descriptive study of one teacher center and the observed behaviors of the teachers involved is presented as an example of the problems faced by a typical center and how they are overcome. Practical questions of developing a teacher center, funding, and evaluating its success in meeting the needs of those involved are discussed. The study concludes with an examination of the issues involved in the development of teacher centers and possible resolutions of these issues. Included in the appendixes are a list of Illinois teacher centers and a resource guide to articles on teacher centers. (JD)

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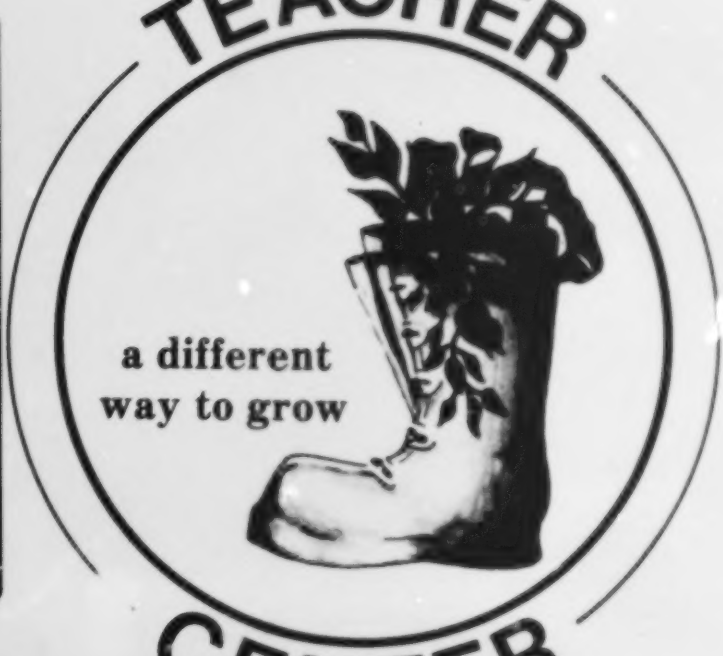
THE TEACHER CENTER IN ILLINOIS



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THE TEACHER CENTER IN ILLINOIS: A DIFFERENT WAY TO GROW

By

Shirley A. Harris

[redacted]

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TABLE OF CONTENTS

TEACHER CENTERS 1

- Historical Background 2
- Staff Development: Rationale and Need 3
- Teacher Center: A Definition 9

TEACHER CENTER DEVELOPMENT IN ILLINOIS 11

- Awareness and Beginnings 11
- Facilities 13
- Clientele 13
- Center Goals 13
- Program and Staff 14
- University Involvement 18
- Dissemination and Networking Activities 18

AN APPROACH TO EVALUATION 21

- A Description of Center Life 24
- Setting/Environment 24
- Teacher Behavior in a Teacher Center 25
- Method of Observation 25
- Discussions/Conclusions 26
- Autobiographical Evaluation 28
- Policy Implications of Teacher Center Evaluation 34

FUNDING TEACHER CENTERS 37

- Background 37
- Federal Funding 37
- National Legislation for Teacher Centers 38
- National Institute of Education 39
- Public Law 94-142 40
- State Funding 41
- District Funding 41
- Private Funding 42
- A Sample Budget 43

QUESTIONS AND ISSUES IN TEACHER CENTER DEVELOPMENT 47

- Is there a need for continuous staff development? 47
- Is there support for a teacher center? 47
- What kind of center should be developed? 48
- How should a teacher center be governed? 48
- Should teacher centers serve only teachers? 49
- How are teacher training colleges and universities to be involved? 50
- What is the role of the state education agency in regard to teacher centers? 50
- Can staff development in teacher centers remain voluntary? 50
- Can the teacher center survive? 51

APPENDIX

- A — List of Teacher Centers 55
- B — National Clearinghouses 56
- C — P. L. 94-482 57
- D — Illinois Teacher Center Grid 59
- E — Teacher Centers: A Resource Guide 63

TEACHER CENTERS

The purpose of this study is to explore one successful approach to professional inservice training, namely teacher centers, and to examine the various centers developed in Illinois. The Illinois Office of Education's efforts in supporting teacher centers and the involvement of the state education agency in facilitating any federal legislation will be discussed. Several sources of funding for teacher centers will be examined, including a sample budget for staff development. It may be valuable to look at one teacher's use of a teacher center and how the center's support influenced her teaching, other district teachers, and her students. Another formative evaluation approach will focus on a descriptive study of one teacher center and observed behaviors of teachers. Finally, the future of teacher centers in Illinois is an important issue, and there are many critical questions to explore and work through. It is hoped that this information will serve as a guide to teachers and school administrators who are planning the development of a teacher center.

Every school district has the potential in human and material resources to establish a continuous staff development program for its educational community. The key to develop this potential is the teacher who must take the initiative in developing well-planned instructional programs to meet the needs of every student. Moreover, teachers can, with support, plan and facilitate their own inservice training for professional growth. School administrators can provide scheduling that will allow time for staff development activities. Superintendents can reallocate staff, space, and funds in a supportive way that recognizes and rewards competency and growth in teachers. A good place to provide inservice training, develop curriculum,

learn about new programs and materials, acquire new teaching skills, and nurture a climate of trust and professional respect is in a teacher center. Here also, the combined efforts of community resources such as parents, talented volunteers, senior citizens, other community people, libraries, industries, service clubs, and other local agencies such as park districts, historical, and environmental groups can influence the learning environment of the teacher center.

Resources such as colleges and universities can provide additional opportunities for perspective teachers beyond the present training programs with the cooperative support of practicing teachers in a teacher center. Some of the opportunities that will arise may be: sharing successful teaching experiences as well as analyzing what didn't work and why; examining materials in a variety of subject areas and adapting them to the needs of their students; and developing the ability to make judgements about instructional materials. These experiences, as well as others, may help to create mutual trust and professional respect and are a few examples of what can happen in a teacher center.

HISTORICAL BACKGROUND

As early as 1973 the State Superintendent of the Office of the Superintendent of Public Instruction organized a task force to study teacher centers. Events were happening simultaneously, however, that would postpone these efforts. In October 1974, Dr. Joseph M. Cronin was appointed the first State Superintendent of the Illinois Office of Education. A year-long reorganization of the agency dissolved the teacher center task force. In 1974, the Area Learning Resource Center (ALRC) project from the U.S. Office of Education/Bureau of Education for the

Handicapped was awarded to the Office. The ALRC Project supported regional and local center growth which relates to teacher center development in several broad areas:

1. Provide technical assistance leading to the development of new and existing media, resource and/or teacher centers.

2. Locate, demonstrate, and loan teacher training materials and work with teacher trainers in improving the quality of teaching.

3. Develop and coordinate a statewide information network involving all centers.

4. Implement training for teachers at the local level in teacher centers.

In addition to support from the special education field for teacher center development, the Illinois Office of Education, Program Service Team field consultants received inservice training regarding teacher centers and are prepared to respond directly to the local districts who request assistance in developing teacher centers.

Staff Development: Rationale and Need

The need for continuous professional staff development programs in local settings continues to be a concern. Inservice training for Illinois teachers has traditionally consisted of university or extension course work, district wide or departmental workshops, and institute days sponsored by Educational Service Regions. These fragmentary efforts do not always

respond to special or localized needs of professional educators. The Fleischman Report (1972, p. 13) written for New York State seems to apply to Illinois in this instance.

"Larry, you know that different drummer you're always marching to?"

Present salary policies encourage teachers to continue education. To climb the salary scale teachers have to present evidence of successful completion of graduate study, and there is usually a special reward for earning a graduate degree or certificate. In most cases teachers themselves select the area of advanced work, seek admission to an available and convenient college program (usually during summer recesses or late afternoons), and pay the necessary tuition and other fees. The school system has little control over the subjects studied or the relevance of the studies to the teacher's assignment and job in the school, but a salary increase is virtually automatic upon presentation of evidence of completed postgraduate work.

The commission believes it desirable to provide incentives for teachers to continue their education. Knowledge advances and teachers have to keep pace. We have concluded, however, that there is sufficient assurance under the present system (or perhaps lack of system) that the inservice training of a particular teacher will reflect the special needs of the school system where he or she works. Certainly a teacher's advanced degree or certificate by itself provides no assurance that a school or school system will be strengthened in its particular areas of need.

And then again on p. 43 of The Fleischman Report, *"Our main concern is that individual schools themselves decide on their needs and be in charge of inservice training."*

When the Illinois Office of Education compiled the "Educational Program Survey," (1970-1971) it revealed that only about 12% of responding school districts had any formal inservice program and 84.6% stated that their first priority was to expand their inservice training program. Statewide needs assessment, Report of ALRC #7 Comprehensive Survey (1975), established that approximately 71% of special education teachers reported no systematic inservice training program in their districts.

There is a need for increased communication, involvement, practice, and transfer of knowledge in the training sequence in or very close to the setting in which perspective and practicing teachers work, namely, the schools. This need is recognized by teachers, administrators, university faculty, and the U.S. Office of Education.

Philip Woodruff, (1972, p. 17) in a report of a national cross section of classroom teachers who met at Harpers Ferry, West Virginia, under the auspices of Task Force '72 stated:

> *Teachers . . . are most desirous of change, leadership, of new and better ways to serve the children they teach . . . it is not change which disturbs them. It is expectations unfulfilled; it is being asked to deliver excellence in education without adequate training . . . support . . . time and money . . . and opportunities for personal growth and development.*

In 1969 Professor Louis J. Rubin, while at the Center of Coordinated Education, University of California at Santa Barbara, conducted a survey of inservice programs for teachers in 37 states. Following his survey Professor Rubin reported that:

Most existing programs are sporadic and disorganized. There does not appear to be any widespread attempt to design programs to accommodate individual differences in teachers. Most programs are designed as if teachers were exactly the same.

These selected items from the literature on inservice training substantiate Dr. Waskin's (1975 p. 142) research findings:

. . . the teacher center concept has the potential to improve both undergraduate and graduate teacher education. If universities and school organizations could work together to strengthen the teacher center, both could benefit and the education of teachers at all levels could be improved. Ultimately, this will lead to improved education for the children of this country and that should be the prime consideration of everyone concerned.

Thomas C. O'Brien (1976, p. 8-9) writing for a presentation at Teacher Centering: A National Institute, stated:

What is needed, at least, is time for the teacher to reflect and organize and try out and extend . . . in short, to make the issue (education) one's own. What is needed as well, is the chance to try one's ideas out on others, to entertain alternatives, to elaborate one's ideas and to build toward coherence, stability and generalizability. What is needed, in short, is a continuing (flexible) framework — a support system — in which teachers can work.

In response to these and other conclusions reached in

Rubin's survey the following criteria for meaningful teacher inservice programs were determined:

> *The program must be flexible enough so that a teacher can begin at his own level of ability and progress at his own rate. Retraining must take place during teachers' paid time. The efficiency of any program must be judged by comparing the teachers' abilities at the beginning and end of the training period. And the assessment of teachers' abilities should be based, as much as possible, on measured student achievement.*

"Getting it all together"

Teacher Center: A Definition

"A continuing flexible framework," "a curriculum development and staff support system," "professional training sequences," "responsiveness to local teacher needs," "a new combination of existing institutions," "reallocation of human and financial resources," are phrases that appear again and again in the literature. Remembering that local situations and needs should reflect the center that is developed, the following definition is appropriate: A teacher center is a curriculum development and professional staff support system. It is continuous, flexible and nonthreatening, and responds to the individual and local needs of the educators. It utilizes any or all existing institutions in a (bold) reallocation of human and financial resources. A more indepth look at the teacher centers developed in Illinois will reflect the essence of this definition.

TEACHER CENTER DEVELOPMENT IN ILLINOIS

The teacher center awareness phase in Illinois coincided with a national awareness as hundreds of centers opened throughout the country. (See Illinois Teacher Center Grid.) This chapter will explore 21 teacher centers serving educators in Illinois.

Awareness and Beginnings

Teacher centers usually began with teachers becoming aware and interested in the potential of a center, and deciding to do something about it. In a few cases it was a district administrator or a committee of teachers planning for more relevant inservice training that started a center. In center development, innovative educators worked through the process together and explored what was needed most and what might work best in their local district.

Some university courses and workshops aroused interest in teacher center development. Declining enrollment in schools provided renewed efforts to more effectively utilize extra space and staff.

Starting a teacher center should involve teachers. Sometimes there is initial administrative support from educators, business people, and industry.

As awareness and interest grew, the founders formed working committees and decided on the best ways to begin their centers. In some cases where the district supports the teacher center, the committee acts as an advisory group, while in other cases the teachers have a decision-making role. For perhaps the first time, classroom teachers are making decisions pertaining to their own professional development.

Facilities

The facilities that house Illinois teacher centers are a potpourri of sizes, shapes, ages, and previous occupancies. Several districts use schools or classrooms that are no longer needed. Dr. Joseph Cronin, State Superintendent of Education, on a visit to a teacher center housed in an empty school, called this "recycling" and encouraged this practice throughout the state. A library, a former convent, a poolhall, an old warehouse, and a second story apartment also have been adapted for teacher centers. This look at facilities will point out to those interested in teacher center development that space is where you "find it" and should not be a serious problem.

Clientele

Teacher centers are designed primarily for teachers who are voluntary users; however, centers in Illinois welcome anyone involved in the education or care of children. School principals and other school administrators are the second largest group of center clients. Programs in centers also involve other school staff as well as parents and students. Some university faculty encourage their student teachers to participate in center activities and a few university teachers are working with center staff and are involved in individual research. Community people work as volunteers in many centers and other community groups and agencies are also getting involved.

Center Goals

These goals were developed by teachers working cooperatively with school administrators, community people, and

universities. Although lofty, they are goals that incorporate reality and vision for today and the future.

1. To develop a continuous inservice support system for educators where varied educational experiences can lead to personal and professional growth.
2. To improve the quality of learning and thinking for children by establishing a program that will bring more personal meaning into the learning process for teachers.
3. To provide a more responsive environment where the free and open exchange of educational practices and issues can be developed.
4. To involve the community, its institutions and its people in the educational process.

Program and Staff

Selecting the staff is an important decision because they help to implement the long-range goals of the center. Some qualities and talents observed in staff are an open and inquiring mind, an ability to cope, a persistent explorer for available resources, organizational ability, open communication skills and the ability to stretch minds. The following is an example of some of the tasks that the staff of a teacher might be asked to perform:

1. Create an environment where professional growth can occur.
2. Develop center programs that have been requested.
3. Identify, record, and disseminate information about human and material resources.
4. Serve as liaison to curriculum committees, community and parent groups, and institutions of higher education.

5. Collect data, evaluate, and revise programs.
6. Provide needed courses, workshops, seminars, and individual consultation.
7. Visit other facilities and inservice training programs and conferences.
8. Plan the center schedule.
9. Prepare the budget.
10. Select and purchase materials and supplies.

Programs in centers vary. Following is a list of workshops developed as part of one centers' program:

Specific, General, and Miscellaneous

1. Some approaches to informal education
2. Virtues and characteristics of good home-made manipulative materials
3. Space: easy things to build, arrangements, qualities of space
4. Display in the classroom
5. Building with tri-wall*
6. Methods of recording children's progress in an open classroom
7. Classroom groundrules
8. The Unit approach: how one idea can go almost anywhere in your classroom and hopefully beyond. Brainstorming interdisciplinary units: the city, bread, dreams, Medieval Europe, time. . .
9. Curriculum boxes and activity cards
10. Simple teaching machines which can be used in any curriculum area
11. Field trips: getting ready, places to go, follow-up activities
12. Games: theory of games, creating games, using games — classroom
13. The arts and basic skills

Math

14. Making and using math manipulatives and games: balances, geoboards, slide rules, cuisenaire rods, chip-trading*
15. Geometry, symmetry, mirrors, miras, geoboards*
16. Thinking: attribute games, home-made and commercial*
17. Math skills games and computing devices (number balance, slide rules)*
18. Measurement and metrics*
19. Graphing and mapping — outdoor math
20. Math and the arts*
21. Nuffield Math (England) and Piagetian conservation tasks
22. Pre-school math*
23. Number balance beams*
24. Using cuisenaire rods*
25. Materials for teaching number bases and place value*
26. Fractions
27. Probability
28. Outdoor math and science*

Science

29. Physical science: electricity and circuits, magnets, pendulums, simple machines*
30. Science in boxes: kitchen physics, colored solutions, mystery powders, sink and float, balloon science, chemistry of a lemon
31. Natural science: planting, animals, snow and ice, sand and water, sampling an environment*
32. Astronomy*
33. Time*
34. Science from toys*
35. Cooking in the classroom

36. Pre-school science (melting snow, leaf photo, planting)*
37. Sidewalk science and backyard safari — outdoor learning activities*
38. Unit brainstorming for science units (the sea, sand, and water. . .)

Social Science

39. The city and [illegible] neighborhood*
40. Integrated s[illegible]es around other cultures
41. Units (Indians, Ancient Greece, islands, bread. . .)
42. Mapping*
43. History of writing
44. Small worlds*

Language

45. Reading in the open classroom
46. Personalized reading and writing
47. Manipulative materials for reading and writing*
48. Integration of language into the classroom
49. Writing
50. Poetry and creative writing
51. Language development from a unit approach
52. A few humane approaches to spelling and grammar*
53. Language arts through movement
54. Codes and messages
55. History of writing

The Arts

56. Arts and crafts: mobile, weaving, printing and rubbing, collage and sculpture, kites, masks, sand casting, 3-D paper structures*
57. Making paper*
58. Art with junk*
59. Making a film without a camera*

60. Small worlds*
61. Home-made musical instruments*
62. Rhythm games
63. Music composition with young children
64. Creative movement
65. Puppets*
66. Informal dramatics

*Indicates making and/or using materials

University Involvement

Colleges and universities are involved in teacher centers in the following ways:

1. Encouraging preservice training experiences in centers.
2. Providing workshops for practicing teachers.
3. Cooperatively planning and presenting credit courses.
4. Conducting independent research and evaluation activities.
5. Providing consultation on program development and revision.

Dissemination and Networking Activities

The staff of teacher centers keep school personnel informed about center activities in the following ways:

1. Distributing monthly calendars of workshops and events.
2. Writing radio and newspaper announcements and articles.
3. Preparing special events posters.

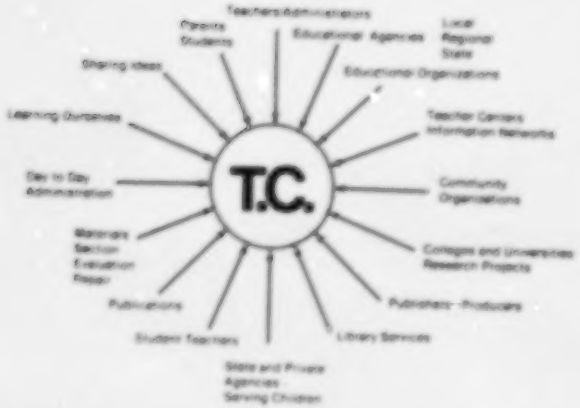
4. Presenting mediated presentations to school and community groups.
5. Disseminating newsletters to schools in the district and to other teacher centers in the Illinois teacher center network.
6. Sharing workshops with other districts.
7. Maintaining a human resource directory of educators, students, and community people.
8. Sharing national workshop presenters with other teacher centers.
9. Writing and sharing publications with other teacher centers.
10. Sharing information about media and material resources.
11. Developing and exchanging better ways to implement needs assessments.
12. Modeling various workshop styles in other districts and centers.

Most teacher center directors are involved in the Illinois teacher center network as well as the national teacher center clearing houses. (See Appendix).

WE NEVER RUN OUT OF RESOURCES

TEACHER CENTER-IN'S & OUT'S

INPUT



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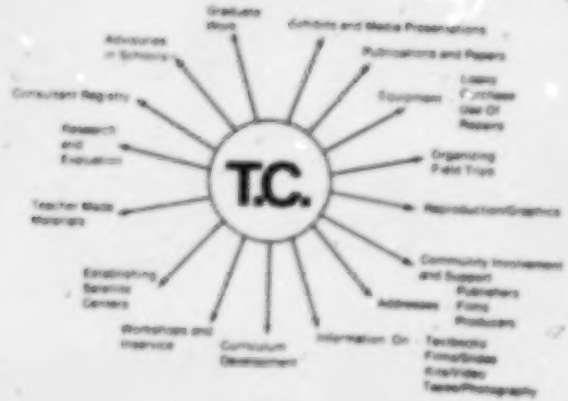

AN APPROACH TO EVALUATION

Teacher center evaluation at the present time is formative. Evaluative materials are being collected by different people: teacher center staff, administrators, teachers, funding sources, and university faculty. Evaluative materials are being collected in various formats: quantitative and qualitative data collection, descriptive studies by university or center staff, case study autobiographical, pictoral, etc. Evaluation materials are being collected for different reasons to measure or determine a variety of things: growth of centers, popularity of inservice programs, improvement in students' achievement, etc. Finally, evaluative data are being collected without consistent frameworks for analysis.

This section will present examples of evaluation material: a description of a center, teacher behavior in a center, and a teacher's autobiographical account of changes occurring in herself, fellow teachers, and her students as a result of the support of a teacher center.

Robert Stake (1976, p. 352) suggests that the key to making evaluation more relevant is to provide ways for the parent, school board, administrator, commissioner, and others to experience what the evaluator sees directly. The use of case study information, verbatim testimony, thorough descriptions and photographs are the main ingredients in this approach. In another paper by Scheyer and Stake (1976, p. 1-5) the following procedures are presented as one way of organizing self-evaluation for the teacher center:

> *The key idea is to establish a file or collection of records and materials which broadly represent the*

program. This portfolio should be a loose collection so that parts of it can be rearranged and differently displayed from time to time. The entries should reflect the program activities, its issues, its valuings, and its compromises. Contributions to the portfolio could come from any persons, distant or close at hand, any with relevant observations, photographs, tapes, products, etc. To create a portfolio, the staff collects things that tell of their work and possibly their impact. Handouts, minutes of meetings, a calendar, an editorial, all help keep the record. Many such "reflections" already exist. As the aggregate grows, it increasingly represents the content of the program, its people and its world. (Only rarely will they want to solicit standardized information such as one gets from surveys and attitude scales.)

The self-evaluation portfolio is not a scrapbook. A procedure is needed. The portfolio keeper has the responsibility of choosing and presenting items from the portfolio that portray important issues and precipitate useful discussions. The selection should be based upon issues, key issues, major concerns about running the program. Only a few issues should be pursued, but those in depth.

In self-evaluation it is not important to arrive at an agreement as to how good or bad a part of the program is but to identify those parts that are so good as to deserve support and protection and those that are so bad that correction is needed. The portfolio should include the judgments and opinions of various persons. The values of the staff should be apparent but so also should be those of students, other educators,

and others concerned about education broadly and about that program in particular. The staff should be in a better position to weigh the issues if the portfolio can provide a good reflection of the ways in which other people are responding to them.

Collective action depends on compromise. The actions people take, whether to remedy a fault, protect a valued commodity, or extend an endeavor, are based more upon conviction than upon rational persuasion. To do a good self-evaluation, it is important to provide good information and to encourage rational review; but it is also important to help extend each colleague's experience in ways that may increase his or her resolve. Vicarious experience is attainable through portrayals that emphasize time, space, activities, and personalities. Thus the natural problem-solving and decision-making skills of people may be assisted. As difference valuings become clearer, the need and opportunity for compromise emerge. There will be times the staff should resist compromise, to hold out for what is precious to them; but usually some compromise should be found to respond to concern from all sides.

Recommendations for change come as no surprise if the conduct of the self-evaluation has nurtured an attitude of receptivity. Compromises and adaptations, of course, will already be occurring in the program. It is expected that the portrayal will stimulate further discussions within the staff about governance and remind persons of future needs for information, evidence, and representation.

A Description of Center Life

In 1974, Sharon Feiman conducted a descriptive study of one teacher center as a first step toward assessing its effect on teachers and teaching and as a way of increasing our understanding of centers in general. The center is different in some ways since this study was conducted. Brief excerpts from the larger study, (1975, p. 9-10, 26-38), are presented here as one way to formulate evaluation.

Setting/Environment

The Teacher Curriculum Work Center is housed in an old brick YMCA in the central business district of an integrated neighborhood. Light and colorful, it stands at the end of a long corridor painted 'institutional tan.' Two high windows on either side of the door permit the viewer to look inside. Children and adults (particularly children) using the building for other purposes are often drawn into this place, which presents a dramatic contrast to its immediate surroundings. The first room of the Center presents opportunities in every direction. The space is intimate in scale and full of stimulation. A cubbyhole on the right contains copies of recent Center newsletters. Nearby is a phonograph that is put to frequent use. On the left wall is a display of simple machines with directions for making the machines out of scrap materials. A bulletin board is covered with pamphlets announcing summer programs for teachers in England and America. Straight ahead is the reception desk. As one steps into the room, one is met with a display of homemade and commercial curriculum materials from a wide variety of sources. A small window-display case

cut in the wall on the right permits one to look through to the well-lighted room next door, where visitors are busy at a work table or at the laminating machine.

Against the wall behind the reception desk are shelves of home-made games developed and/or constructed by the staff and other Center users. In front of the shelves stands a work table surrounded by chairs and stocked with cans full of marking pens and pencils. Also in the corner is a library of contemporary books on education. The environment reminds one of a good informal classroom . . .

Teacher Behavior in the Center

The subjects of the study were those teachers who appeared in the center during the "open hours" sampled for observation. The center is open every day after school, one evening a week, and all day Saturday. During these "drop-in hours," visitors come voluntarily, select their own activities, and work at their own pace. Since our purpose was to generalize about activity in the center, not about the behavior of individuals, we observed those teachers who were present.

Method of Observation

An observation schedule was developed after an intensive period of watching and describing what we saw teachers doing during open hours. We were inter-

ested in recording behaviors with appreciable duration. Since most behaviors in the center were reasonably stable over time, an on-the-spot category system seemed appropriate.

The observation system encompasses two major types of behavior—physical and verbal. As we defined behavior, a teacher could be working or talking or engaged in some combination of work and talk. Thus the maixmum number of codable behaviors that one person could exhibit was two (one physical, one verbal). The final observation form contains six categories of physical activity and seven categories of talk . . .

Discussions/Conclusions

Teachers who use the center on an informal, drop-in basis seem to view it as a curriculum workshop more than a forum for discussion. Here the emphasis is on making materials rather than discussing their use or implications. During open hours at least, talk at the center reinforces the main activitiy of construction. To be sure, many of the materials made at the center do imply new approaches to teaching and learning; however, the center does not focus directly on teachers' preactive planning or interactive behavior. In other words, it seems less directly concerned with teacher training in any technical sense.

We were rather surprised with the small amount of observed socializing among teachers at the center. The general informality of the place and the friendliness of the staff create a relaxed, semi-social feeling;

nevertheless, a norm of productivity prevails and that productivity is measured in concrete terms. Quite literally, the goal is teacher-made rather than teacher-proof curricular materials.

Like many open classrooms for children, the center is an individualized learning environment. Teachers come as individuals, choose their own activities, and generally work alone. Individual-oriented activity dominates regardless of the number present. Group work and sustained discussions are uncharacteristic during open hours. Here the main instruction consists of unprogrammed encounters between staff and teachers, teachers and teachers, and mostly teachers and materials. This indirect method of teaching is a subtle blend of self-motivated learning, setting of expectations by staff through environment and style, and peer and staff reinforcement.

The center environment provides opportunities for concrete experiences with materials and tools and direct encounters with people and ideas.

Because our main purpose was to characterize teacher activity in our teacher center, our unit of analysis was instances of observed behavior. The study raises questions about the ways in which teachers internalize their experiences in the center and the kinds of carry-over that might be evidenced in the classroom. Future research will investigate the relationship among teacher characteristics, beliefs, and instructional practices as influenced by center intervention. By following specific individuals over time, we hope to refine our understanding of the center's role in

the continuing education of teachers.

The study also demonstrates the value of observation in any comprehensive evaluation strategy. As formative evaluation, the description findings can help the staff reexamine their purposes and the effectiveness of the environment created to realize those purposes. The staff might want to consider whether they could further exploit the center's potential by encouraging more informal discussion among teachers about what they are doing in the center and in their classrooms and why. A replication of this study could then detect any changes in general patterns of teacher behavior.

Autobiographical Evaluation

The following is an autobiographical account by a teacher who has had the support of a teacher center. It is a documentation of changes that she has observed in herself, fellow teachers, and her students.

After ten years of teaching I was at the point of quitting. It wasn't because I was dissatisfied with how my students were learning or with my relationship with the kids. What really was destroying me was how they interrelated with other kids. I was teaching 6th grade in a suburban area two years ago. My kids were extremely aggressive and negatively aggressive. Then I came across a brochure and took a chance. I signed up for a workshop and traveled to the Adrondack Mountains, Lake Placid, New York. The course was presented at the National Humanistic Education Center and given by two brothers, David and Roger Johnson from the University of Minnesota, Minneapolis/St. Paul, Minnesota.

The workshop was entitled "Cooperative Grouping." David and Roger had developed a program that met my professional needs. It is based on goal structures in three areas.

1. *Individualistic — To be successful, students need to be able to work on their own without distracting or being distracted by others. All students need their own materials and the teacher needs to be available to answer all questions.*

2. *Competitive — To be successful, a student needs to win. The student must be involved with the competition (have a chance to win) and the teacher needs to monitor the rules.*

3. *Cooperative — To be successful, the students need to be a part of a group. They need to have basic skills of communication, trust and the ability to solve controversies. The teacher's role is to set the task, monitor the group and intervene to teach the skills.*

Very specific reasons are given for organizing the groups based on these goals. Two books were recommened to the workshop participants:

"Learning Together and Alone" (David W. Johnson and Roger T. Johnson, Prentice-Hall, Inc. — 1975) and "Joining Together" (David W. Johnson, and Roger T. Johnson, Prentice-Hall, Inc. — 1975).

I returned to the classroom in September all fired up and ready to try it out. I put myself on a reading schedule of 40 pages a day. I had 31 kids in 6th grade. Five were diagnosed learning disabled and were seeing the LD teacher daily. Three kids saw the social worker and one saw the speech teacher. It was not an

easy group to work with. They were a very volatile and overbearing class, but also the kind of class that you could really get going with.

I began to talk to the principal and the superintendent and told them about the workshop that I had completed. I set up a meeting with the curriculum consultants and told them about it also. As a result of these discussions, I was invited to present a session a the fall teachers' institute day. I was really overwhelmed when more than 50 teachers came to my session. I might point out that it was really hard for me to talk to teachers in my own district. The presentation I gave included material on goal structuring. I explained that for individualistic learning there are important skills for children to have before they can successfully complete an individual lesson: to work alone and at their own pace, be where they are not distracted or able to distract others. This was the basic. Competitive grouping has to be a low risk activity where each child has a chance to win. Everyone wants to win. That's human nature. When it's a low anxiety task, we would work in competitive groups. The class was divided into ten groups, with three in a group; or ten winners.

I had to be able to tell what I was doing in relationship to each group. Competitive grouping has to have everyone agreeing to the rules. Cooperative grouping is much more complex and involves many more skills. Basic skills in cooperative grouping involve:

1. *Communication — sending and receiving skills.*

2. *Trust — be able to take risks — open up to people.*

3. *Controversy — how to disagree without being disagreeable.*

As I began to group cooperatively I focused on and monitored what each group could do. Groups therefore were constantly changing. As an example of how it works, I selected an ecology unit where each group spins the globe and selects an imaginary island on which to live. As a result each group develops materials on probable geology, vegetation, people, etc. It's a complex task for 6th graders that involves research skills and putting information together. The first thing that happened was that John and David got into a controversy about where to place a tunnel on their island. David was a master at negative non-communication.

It is the teacher's role to intervene when controversy or a power struggle occurs. The group dealt for a long time on how to resolve power struggles. This volatile class really had trouble with personal controversy. They would just as soon go after the jugular instead of the idea. It gave them experience in how to deal with this. One of my kids never sat with the class. He sat behind my desk turned away from me and the class and he was not a producer. Then I began getting feedback from parents. Children were talking about their relationships with other kids at home.

In cooperative grouping, I discovered many benefits. I grouped the class, five kids in a group, for spelling and told them that the average grade the group received would also be their individual grade for the week. What was amazing was that all the kids were on differentiated spelling according to their abilities. John, who had been getting three right out of 20 began to get 17 right out of 20. It was the most exciting thing to watch. Another little girl with a learning disability told her LD teacher that she couldn't stay with her, she had to get back because her group needed her. One very bright little girl who hadn't spoken all year began to talk, to raise her hand, and to

respond. Another little girl simply could not get division. In a cooperative group she received help from her little friend. One morning she told her mother she had had a vision — she really knew how to do it now. Two boys were social outcasts, no one talked to them or when they did it was to call them names. At the end of the year of cooperative grouping, both boys had parties and everyone came, wanted to come. Another kid had an IQ measure of 150 and was totally involved in learning — really gifted. He loved working in the groups. A girl in his group couldn't get the concept of possessives and when she asked him for help, they worked together. Now, it's really something when kids in the 6th grade, especially a boy and girl, ask each other for help. When she got the next day's work all correct, answering every question, the boy just beamed with pleasure. He wanted her to succeed and he hadn't raised his own hand once to answer.

Some groups had difficulty working together, but gradually developed communication and trust skills. From September, when I had given the Iowa Test of Basic Skills, to the post test in the spring, the class's total achievement scores went up two years and seven months. I couldn't guarantee that for every class, but that kind of cognitive growth as well as the affective growth was just great. I gave this kind of feedback to the teachers in my district in May. After the first institute day, David and Roger came to my district to do a follow up. On March 12 and 13 we had a workshop in the teacher center and after that the center really began to support me. I had been in operation for two years. A few teachers came to the follow up workshop and came again when I presented the material in May. It was wonderful to tie all this together — to see teachers become involved. At this time we have 60 people involved in the program. We've had three follow up sessions and the follow up is really valuable. About 20 teachers came on a Friday afternoon and all day Saturday. Each group got more deeply into the program.

The reason that this program works and is so effective is that it is based on solid research. Teachers never know if something really works. David and Roger have over 600 research studies to back up this program. It is such a basic and integral part of the instructional pattern and not something you do on Friday afternoon from two to three o'clock. It is not an isolated subject, but definitely a part of the curriculum — it is in the teacher domain. I'm not sure now whether I should be using some of the other curriculum programs and materials in the district. I'm beginning to be more selective and critical about using them. The reason I am concerned about some of the other affective programs is because of my feelings of respecting the privacy of the children and their families. Most of the 60 teachers now involved were looking for new ways to teach and were dissatisfied with the old curriculum. When this started two years ago, I was the only one involved. The other teachers began to notice the results in my kids and talk about it and now we're seeing school-wide results. The teacher center director has helped throughout in planning the workshops, notifying teachers, suggesting materials and giving support and coordination throughout the district. Another effect is that I'm getting invitations to come to schools outside my district. At this time we are adapting the program for primary teachers and children.

This year I have 19 kids and five should be seeing the social worker. However, she has been very much involved in starting a primary mental health program and hasn't seen them. These five kids are working in small groups, developing communication and trust skills and doing fine. One boy in this class has developed unusual group facilitation skills, planning tasks and resolving conflicts within the group and even reminding kids in his group about assignments. He's really remarkable. This program works and I can see the changes in myself, in the other teachers and in my kids.

Policy Implications of Teacher Center Evaluation

A different perspective on evaluation was presented in remarks by Barry Weiss, Director of Teacher Certification, Illinois Office of Education, at the Midwest Regional Teacher Center Conference (March, 1977). Educational policy makers in governmental and legislative positions are charged with the tasks of considering proposals, continuing funding, promoting a set of regulations, etc., and approach these tasks with different concerns than practioners. Weiss proposed that the gap be closed between generators of evaluative data and those educational staffers in agencies charged with the responsibility of determining policy. Failure to provide policy makers with information related to their unique concerns frequently results in failure to achieve that which is being promoted.

Considerations in closing the gap include:

1. Educational considerations

   Is there a rationale for what is being proposed? Is the rationale sound? What evidence suggests the appropriateness of supporting the proposal? What evidence exists on the side of opposing the proposal? Are there other alternatives for what is being proposed? Is the proposal consistent with previous policy in the area in question?

2. Managerial considerations

   What will be the proposal's effect on existing structures — schools, agencies, universities, etc.? What will be the proposal's effect on personnel? What kind of economic liabilities does the proposal entail?

3. Constituent group considerations

   Which groups are potentially effected by the proposal? What is the proposal's effect on positions held by constituent groups?

4. Political considerations

   Which, if any, political figures need to be consulted concerning the proposal? Is there a response to the proposal that may develop along party lines?

5. Procedural considerations

   Will outside input be necessary for the development of the proposal? What format should outside input take — formal or informal hearings, written testimony, etc.? To what purpose should outside input be solicited — to legitimize the proposal, to modify substantially the proposal, to inform constituent groups of the proposal, etc.? Where in the official structure should the proposal be developed and considered for implementation?

The political tone of this categorization scheme is intentional and stems from the assumption that things educational cannot easily be removed from things political. Therefore, evaluative data should, to the greatest extent possible, be formulated with appropriate attention paid to the needs and concerns of staff level policy makers.

FUNDING TEACHER CENTERS

Background

In this day of scarce economic resources, when many teacher inservice programs as well as curricular programs are being severely cut back or eliminated altogether, there seems to be a determined effort by educators and school districts in Illinois to retain and continue to develop new teacher centers. This chapter will focus on funding centers using federal, district, and private foundation money and on fund raising activities. The implications of the newly authorized funding in P.L. 94-482 (1976) and how this may effect future funding of teacher centers will also be explored.

Federal Funding

At least five (5) teacher centers were federally funded in Illinois between 1969 and 1976 from Title III,ESEA, innovative program grants through the Illinois Office of Education. The grants ranged from $40,000 to over $180,000. In the five (5) centers funded by Title III, the local education agencies continued the programs, but on a more limited budget and with reduced staff, certainly an indication of local support. The new Title IV program of ESEA is, in part, a nationwide dissemination of some of the former Title III projects based on a nationally approved validation list of qualified projects. Most of these are student focused with built-in funding for teacher inservice training at the district site. This is one potential source of federal money for staff development.

The federally funded Teacher Corps Project is another source of funds. It is a grant program of the U.S. Office of Education directly to a university and an economically depressed school district that has Title I entitlement. Proposals for Teacher Corps funding are approved by the Illinois Office of Education, Teacher Education and Program Approval Section.

National Legislation for Teacher Centers

The legislation, (P.L. 94-482) formerly known as the Mondale Bill, was passed by Congress in the fall of 1976 as part of the Education Amendments. Section 532, Title V of Part E (Education Professional Development) provides for the establishment of teacher centers. The Office of Education will administer the Teacher Centers Program. Regulations and guidelines are expected to be published in June, 1977.

The following provisions are made in the law:

1. "Teacher center" is defined as "any site operated by a local educational agency (LEA) (or combinations of such agencies) which serves teachers from public and non-public schools . . . in which teachers, with the assistance of such consultants and experts as may be necessary, may a) develop and produce curricula designed to meet the educational needs of the persons in the community . . . being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula; and b) provide training to improve the skills of teachers to enable (them) to meet better the special educational needs of persons (they) serve. . ."
2. A center "shall be operated under the supervision of a policy board, the majority of which is representative of elementary and secondary classroom teachers to be

served . . ." The policy board also is to include representatives or designees of the school board and at least one representative designated by the colleges (or departments) of education in the area.

3. Applications for funds must be forwarded through the appropriate state education agency, and only applications endorsed by the SEA will be considered by the Office of Education. The SEA's will provide technical assistance to new centers and dissemination of information from centers.
4. LEA's starting new centers under this funding "may contract with an institution of higher education to carry out activities under, or provide technical assistance in connection with, its approved proposal."
5. Ten percent of the total funds appropriated for centers can be expended directly by the Office of Education to centers operated by institutions of higher education "subject to the other provisions of (section 532)." (Teacher Center Exchange, November 8, 1976. See P.L. 94-482 in Appendices)

National Institute of Education

Another source of federal funds is the National Institute of Education (NIE), (U.S. Department of Health, Education, and Welfare, February, 1976, p. 2-15) Washington, D.C., created by Congress in 1972 to help solve or alleviate critical problems of American education through research and development. One division of NIE is the School Capacity for Problem-Solving Group. It has funded staff development programs around the country and has helped schools develop organizational and managerial skills — a key to successful innovation. A school district can develop a proposal for funding indicating the way

they make decisions and implement programs rather than the program itself. Some programs previously funded are in the following areas: involving the community in making key school decisions, aiding teachers to expand their roles for making managerial and instructional decisions and supporting alternative organizational approaches such as mini schools and open classrooms. One such grant was awarded to Far West Laboratory for Educational Research and Development, San Francisco, California, entitled "An Exchange for and about Teachers' Centers." This attempts to develop an informal network of educators and community members interested in teacher centers. Another recipient is the Center for New Schools, Chicago, Illinois, for a project entitled "Documentation and Analysis of Organizational Strategies for Sustained Improvement of Urban Schools."

Public Law 94-142

The new Public Law 94-142 enacted in November 1976 as the Education for all Handicapped Children Act is scheduled for full implementation by 1978. There are more than eight million handicapped children in the United States who have special education needs that are not fully met. Local education agencies have the responsibility to locate, identify, and develop programs for handicapped children in the least restrictive environment and at the same time the LEA must meet the child's needs as identified in the Individualized Educational Program (IEP). One of the newest sections of this act deals with the development of a comprehensive system of personnel preparation. A portion of the monies that will flow through to the LEA's may be set aside for inservice training. The training monies identified are to be used in the training of teachers and in the development of improved diagnostic and instructional

procedures and methods. A teacher center located in the district could be a vehicle to implement training for all teachers working with handicapped children.

This is a partial list of sources for federal funds and can provide the reader with some suggestions of where to get the federal support for staff development.

State Funding

Approximately 25 states have reported either state funding or administrative provision related to the development of inservice teacher education. According to Smith (1974, p. 22), about two-thirds of the states are presently engaged in state level study. Only the states of Florida and Texas have passed legislation mandating teacher centers. Vermont, California, and Michigan have legislation relevant to staff development. In Rhode Island, the state department of education operates a teacher center in its Technical Services Division (Waskin, p. 125-126).

The Illinois Office of Education has been involved in the study of teacher center development and is involved in liaison activities, staff development efforts for teacher center personnel, and networking information. There is no current legislation pending in Illinois for establishing teacher centers.

District Funding

Over one-half the teacher centers in Illinois are supported with local school district funds. The budgets for these centers range from about $20,000 to $115,000 with an average budget of about $65,000. This figure includes salaries (60%), consultants

(5%), materials and equipment (30%), and maintenance (5%). A typical budget is as follows:

Salaries	$38,500
Consultants	3,200
Media/Materials	12,000
Equipment	4,500
Maintenance/Misc.	6,800
TOTAL	$65,000

A facility is provided by the district which is not reflected in the budget. Centers vary in the amounts spent for program, media/materials, and staff.

District funding seems to be the most stable way to support teacher centers. Many districts already employ resource teachers, curriculum specialists, or supervisory staff. A teacher center might be used to coordinate their staff development activities. Excess space in schools could be used to establish a teacher center. Present funds can provide many of the resources for the center.

A source of funds essentially untouched for teacher center development is the Educational Service Region Institute Fund. Money is obtained from the annual registration of teaching certificates. A few regional superintendents have indicated interest in the concept and one has contributed substantially to a teacher center. (The School Code of Illinois requires the SESR to conduct institutes and inservice training workshops. See articles 3-11, 3-14.6, 3-14.7, 3-14.8, and 3-14.9.)

Private Funding

There are several centers in Illinois that have been funded by private foundations. Some of the private foundations that

have funded centers in Illinois include:

Chicago Community Trust
Wieboldt Foundation
New World Foundation
Field Enterprises
Lilly Endowment Foundation

Local businesses, parent-teacher groups, and community organizations have also contributed funds, materials, and services. There is one center that has cooperative support from the Educational Service Region and the Illinois Education Association. Other private centers raise needed money by initiating activities such as educational fairs, benefits, recycle sales, materials sales, membership dues, and workshop fees charged to schools. One center obtained funds from a university by developing an intern program to train teacher center directors.

A typical budget for private teacher centers is as follows:

Salaries	$35,000
Consultants and Program	17,000
Media and Materials	7,000
Equipment	4,000
Rent and Maintenance	7,000
TOTAL	$70,000

An additional budget item for this group of centers is rent and utilities. A sample budget showing operating expenses for a teacher center is as follows:

A. Sample Budget

I. Personnel

A. **Salaries**

1.	Director	$20,000
2.	Assistant — Media	12,000
3.	Clerical	7,000

B.	**Fringe Benefits**	
	1. FICA — 5.85% of 1st $14,500 of each employee salary	1,959
	2. Other — Workmen's Compensation	1,000
C.	**Miscellaneous Personnel**	
	1. Consultants and Services	$ 3,500
	2. Substitute Salaries	1,500
	3. Resource People	1,000
	4. Accounting	100
	5. Attorney	100
	TOTAL	$48,159
II.	Non-personnel	
A.	**Purchase of Equipment**	
	1. Workshop Equipment — carpentry, tools, laminator, etc.	2,500
	2. Office Equipment — desks, files, cabinets, typewriters, duplicating equipment, etc.	2,500
B.	**Space Costs** (if applicable)	
	1. Rent — @$500 a month **times** 12 months	6,000
	2. Utilities — @$150 a month **times** 12 months	1,800
	3. Maintenance — @$100 a month **times** 12 months	1,200
C.	**Consumable Supplies**	
	1. Office — Two (2) employees @$75 a year	150
	2. Workshop Consumables	2,000

D. **Phone**

1. One (1) line @ $50 per month **times** 12 months	600

E. **Other Costs**

1. Library Acquisitions — subscriptions, book purchases, educational materials, etc.	700
2. Postage — $25 a month **times** 12 months	250
3. Publicity and Promotion Printing	500
4. Insurance Liability	500
5. Miscellaneous	500
TOTAL	$19,200

Total Personnel	48,159
Total Non-personnel	19,200
Grand Total	$67,359

Those looking for teacher center funding should look carefully at all existing sources, but especially at P.L. 94-142, the new landmark legislation for the education of all handicapped children. Special education is a growth sector in American education and the dollars will be substantial. The Illinois Office of Education is working toward a cooperative inservice program for bringing together regular education and special education in some new and dramatic ways.

QUESTIONS AND ISSUES IN TEACHER CENTER DEVELOPMENT

Is there a need for continuous staff development?

The local school situation and the collective and individual needs of teachers should determine the need for staff development. Most educators agree that a quality educational program for children is the major goal of public education. Teachers and administrators have a responsibility to implement together the educational goals of their school district. In the last analysis, however, the quality of teaching and learning depends on the professional and personal preparation of teachers. Many existing staff development programs are fragmented and disorganized and will require some restructuring based on what has been known to work elsewhere. The teacher center is one staff development approach that is working. Teachers and administrators who are interested in improving the quality of educational programs in schools and who have been involved in a teacher center are strongly committed to this approach.

Is there support for a teacher center?

Time and effort are required on the part of teachers and administrators to arrive at a process for working cooperatively. Reallocating human, material, and financial resources for implementing the process involves planning for staff, facilities, equipment, support staff, a library and media system for present and future collections, and for student teacher involvement, etc. Current economic pressure to reduce spending is on school districts and this will require

commitment and coordination of effort. Teacher involvement and financial and administrative support are key elements in implementing a teacher center.

What kind of center should be developed?

Those wishing to initiate a center have no clear models or guidelines to follow, not because there are no models or guidelines, but because there is such a variety of centers, each with different governance structures, programs, and unique local situations. Potential center developers should be aware that there are dangers in transplanting models without adaptations. Fibkins, (1973, p. 5) and Devaney, (1975, p. 42) provide excellent reasons for caution in replicating someone else's experience. The diversity of the school districts, by necessity, will require a teacher center based on the unique situation at the local level. The traditional administrative structure of schools will require changes in order for an open, nonthreatening, communicative environment of a teacher center to be established and to flourish. Many school districts are already incorporating these changes and sharing the decision-making process with teachers. It will require time and frequent opportunities for those involved in center planning to explore the best ways of working together and to develop a climate of openness and trust.

How should a teacher center be governed?

Governance of a center is a particular concern. Most teacher centers have policy or advisory boards, usually determined by the funding source. The federal grant programs that have funded teacher centers encouraged the establishment of a

board representative of all potential users. Centers funded by school districts are more likely to have an advisory board with varying degrees of control. A determination has been made in P.L. 94-482 to require that a majority of the supervisory board be comprised of practicing classroom teachers. An open, collaborative approach based on the educational goals of the district should provide the basis for center governance.

Should teacher centers serve only teachers?

Most centers primarily serve teachers. Each board will determine this question for their area; however, most centers encourage all school personnel and parents to use the center. If the center is to be a place for the exchange of educational ideas and issues then the entire community should be included.

How are teacher training colleges and universities to be involved?

The coordination of the colleges and universities with the teacher center and the school district is important because each has the resources and the expertise needed by the others. The practical problems of implementing a center can be more readily resolved if more emphasis is placed on purpose rather than on the structure to be developed. These institutions should give attention to the need for flexibility and innovative programming for both pre and inservice training. In addition, the teacher center and its clients will benefit from university evaluation and research techniques needed to measure center and client effectiveness.

What is the role of the state education agency in regard to teacher centers?

The role of the SEA should be one of coordination and planning. The SEA will provide technical assistance regarding teacher centers, the review and approach of teacher center proposals, and make recommendations to the Commissioner of Education when the legislation is implemented (P.L. 94-482). Various information resource systems should be coordinated by the SEA and disseminated to the teacher centers. The SEA should implement plans to provide research and effective data collection for evaluative purposes.

Can staff development in teacher centers remain voluntary?

Teacher center clients are mostly voluntary users and account for only about 25% of the educators who have a center

available. What can be done to encourage others, and especially the secondary teachers to use the center? Providing time-release in the schools has proven effective for some centers. Providing substitutes one day per month has encouraged greater participation in another center. A junior high teacher center director schedules inservice training during teachers' planning and lunch periods. Another district gives teachers a choice between planned inservice activities and independent work in a teacher center. Perhaps we should eliminate Wednesday afternoon classes so that teachers can get together to work on common or singular needs.

Can the teacher center survive?

The answer is yes, if teachers continue to grow more assertive regarding their own staff development programs; if teachers continue to take more responsibility for their own professional growth and for curriculum development in their districts; and if school administrators can develop the climate of cooperation and trust in a new era of shared responsibility.

"Few people have the emotional strength necessary to cope with this new era of broadening inService concepts and steadily lowering finances. I have that strength and I want to SHARE it with you."

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2107 North Magnolia
Chicago, Illinois 60614
Phone: 312/549-3810

Chicago Public Schools South
Professional Devel. & Res. Center
7935 South Honore
Chicago, Illinois 60620
Phone: 312/874-9300

Chicago Public Schools West
Professional Devel. & Res. Center
4209 West 45th Street
Chicago, Illinois 60632
Phone: 312/254-8550

Education Resource Center
3171 North Halsted
Chicago, Illinois 60657
Phone: 312/935-1151

The Jewish Teacher Center
161 Green Bay Road
Wilmette, Illinois 60091
Phone: 312/665-5656

Learning Resources Service
Morris Library (Basement - Room 8)
Southern Illinois University - Carbondale
Carbondale, Illinois 62901
Phone: 618/453-2258

Lincoln Educational Center
1776 East Washington
Urbana, Illinois 61801
Phone: 217/384-3680

Professional Development Center
School District 201-U
North Street
Crete, Illinois 60417
Phone: 312/672-5113

Project Renewal
1444 Maine Street
Quincy, Illinois 62301
Phone: 217/223-8700

School-Community Resource Center
Community Unit District 200
315 South Main Street
Wheaton, Illinois 60187
Phone: 312/682-2195

Self-Renewal Center-Media Resource Center
Wheeling District 21
999 Dundee Road
Wheeling, Illinois 60090
Phone: 312/537-8270

The Teacher Center
Arlington Heights District 25
Wilson School
15 East Palatine Road
Arlington Heights, Illinois 60004
Phone: 312/398-4287

The Teacher Center
415 Green Bay Road
Wilmette, Illinois 60091
Phone: 312/256-6056

The Teacher Center Project
Box 49
Southern Illinois University/Edw.
Edwardsville, Illinois 62026
Phone: 618/629-2118

1) The Belleville Area Teachers' Center
   25 South Ninth
   Belleville, Illinois 62221
2) The River Bluff Teachers' Center
   The Glen Carbon Elementary School
   Binger Avenue
   Glen Carbon, Illinois 62026
3) St. Louis Area Teachers' Center
   New City School
   Waterman at Lake
   St. Louis, Missouri 63108

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Hyde Park Y.M.C.A.
1400 East 53rd Street
Chicago, Illinois 60615
Phone: 312/955-1329

Teacher Learning Center
2500 Dempster Avenue
DesPlaines, Illinois 60016
Phone: 312/297-0822

Teacher-Operated Teacher Center
Glenview District 34
1401 Greenwood Road
Glenview, Illinois 60025
Phone: 312/724-7000, Ext. 28

Teacher Reacher, District 59
2123 South Arlington Heights Road
Arlington Heights, Illinois 60005
Phone: 312/593-4300
Ridge School
650 Ridge Avenue
Elk Grove Village, Illinois 60007
Phone: 312/593-4300

Upper Mississippi River Eco-Center
(Teacher inservice and field trip service)
Thomson, Illinois 61285
Phone: 815/259-3282

McKinley Park Staff Development Center
Adler
Joliet, Illinois 60433
Phone: 815/723-2235

Riverside Resource Center
240 South Franklin
Decatur, Illinois 62521
Phone: 217/424-3091

National Clearinghouses

Teachers' Center Exchange
188 Folsum Street
San Francisco, California 94103

Teachers' Center Exchange
447 15th Street, NE
Washington, D.C. 20002

United States Office of Education
7th & D Streets, SW, Room 3050
Washington, D.C. 20202

ERIC Clearinghouse on Teacher Education
One Dupont Circle, Suite 616
Washington, D.C. 20036

"PART A—TEACHER CORPS PROGRAM"

and by adding at the end thereof the following new part:

"PART E - TEACHER TRAINING PROGRAMS

"AUTHORIZATION OF APPROPRIATIONS

20 USC 1119.

"Sec. 531. There are authorized to be appropriated $75,000,000 for the fiscal year 1977 and for each of the fiscal years ending prior to October 1, 1979, to carry out the provisions of this part. Of the sums so appropriated for any fiscal year not less than 10 per centum shall be available for each of the programs authorized by sections 532 and 533.

"TEACHER CENTERS

Grants.
20 USC 1119a.

"Sec. 532. (a) (1) The Commissioner is authorized to make grants to local educational agencies in accordance with the provisions of this section to assist such agencies in planning, establishing, and operating teacher centers.

"Teacher center."

"(2) For the purpose of this section, the term 'teacher center' means any site operated by a local educational agency (or a combination of such agencies) which serves teachers, from public and non-public schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may—

"(A) develop and produce curricula designed to meet the educational needs of the persons in the community area, or State being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula; and

"(B) provide training to improve the skills of teachers to enable such teachers to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development and educational research, including the manner in which the research can be used to improve their teaching skills.

"(b) Each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. Such board shall also include individuals representative of, or designated by, the school board of the local educational agency served by such center, and at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

Application.

"(c) (1) Any local educational agency desiring to receive a grant under this section shall make application therefor at such time, in such manner, and containing or accompanied by such information, as the Commissioner may by regulation require. Each application shall be submitted through the State educational agency of the State, in which the applicant is located. Each such State agency shall review the application, make comments thereon, and recommend each application the State agency finds should be approved. Only applications so recommended shall be transmitted to the Commissioner for his approval.

"(2) Any local educational agency which has submitted an application in accordance with paragraph (1) of this subsection which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the State educational agency.

"(d) In approving any application under this section, the Commissioner shall insure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, the proposed teacher center by the appropriate State eductional agency. Such State agency shall be adequately compensated by the Commissioner for such review of applications, recommendations, submissions, technical assistance, and dissemination services.

"(e) Any local educational agency having an application approved under this section may contract with an institution of higher education to carry out activities under, or provide technical assistance in connection with, such application.

"(f) Notwithstanding the provisions of subsection (a) (1) of this section with respect to the requirement that teacher centers be operated by local educational agencies, 10 per centum of the funds expended under this section may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers, subject to the other provisions of this section.

ILLINOIS TEACHER CENTER GRID

Teacher Centers	Founder & Opening Date	Funding Current See Ch. IV	Facility	Clientele Served	Organizational Structure	University Involvement	Program
Education Resource Center Chicago	Teachers, administrators, parents, and community 1975	Foundations Community $7,000	Second Floor Apartment	500/month Teachers, community, and parents	Cooperative Policy Board	NIU, Loop City Colleges	Curriculum/ staff development
Jewish Teacher Center Wilmette	Teacher 1974	Private Foundation NA	Office Building	500 + /month Teachers, community, and students	Cooperative Advisory Board	National College of Education, NIU	Curriculum/ staff development Focus-ethnic studies
Learning Resources Service SIU Carbondale	University staff 1965	University NA	University library	80-90 thou/ term Students and faculty	University Advisory Board	SIU Carbondale	Curriculum/ staff development
Lincoln Educational Center Urbana	2 Teachers 1973	District Community 50,000 +	2 classrooms	300/month Teachers, community, university, administrator, and students	Cooperative Policy Board	None	Curriculum/ staff development
McKinley Park Staff Development Center Joliet	Administrator 1976	Title VII ESAA Approx. $40,000	School	40-50/month Teachers, and student teachers	Cooperative Advisory Board	None	Staff development
Professional Development Center Crete	Administrator 1975	Title III District 60,000	Classrooms	Teachers, community	Cooperative Advisory Board	Chicago Consortium of Colleges & Universities	Curriculum/ staff development

59

ILLINOIS TEACHER CENTER GRID

Teacher Centers	Founder & Opening Date	Funding Current See Ch. IV	Facility	Clientele Served	Organizational Structure	University Involvement	Program
Professional Development Resource Centers (3) North, South and West Chicago Public Schools	Chicago Board of Education 1974-1975	District 60-80,000	Warehouse, convent, and recycled school	400-600/month Teachers, and community	District Policy Board	None	Curriculum/ staff development
The Renewal Center, Project Renewal Quincy	Teachers, administrators, and community 1974	Title III District 180,000	Converted carriage house	400/month Teachers, business, community, and parents	Cooperative Advisory Board	None	Curriculum/ staff development
Riverside Resource Center Decatur	Administrator 1968	District 11,000	Recycled School	Teacher, students, and community	Cooperative Policy Board	Millikin, EIU	Curriculum/ resource development
School-Community Resource Center Wheaton	Teacher and Administrator 1974-1975	Title III District 115,000	Pool Hall	Teachers and community	Cooperative Advisory Board	None	Curriculum/staff development Focus-audio-visual
Self Renewal and Media Resource Center Wheeling	Administrator 1974	Title III District 180,000	Administration Building	50/month Teachers and community	Cooperative District Advisory Board	NIU, Northeastern, National College of Education	Curriculum/ staff development
Teacher Center Wilmette	Teacher 1974	Private foundations NA	Auto repair shop	1,000/month Teachers, and students	Cooperative Advisory Board	National College of Education, Northeastern	Curriculum/ staff development
Teacher Center Wilson School (Formerly Olive) Arlington Heights	Teacher 1972	Open Education Grant to Dist 20,000	Classrooms	70/month Teachers and administrator	Cooperative Advisory Board	U of I, National College of Education and NIU	Curriculum/ staff development Focus-open education

Teacher Centers	Founder & Opening Date	Funding Current See Ch. IV	Facility	Clientele Served	Organizational Structure	University Involvement	Program
Teacher Center Project (3 centers) The Belleville Area Teachers' Center, St. Louis Area Teachers' Center, and River Bluff Teachers' Center SIU, Edwardsville	University teacher 1971-1972	National Science Foundation 20,000	SIU Office and classrooms	200/month University staff, and teachers	University Advisory Board	SIU Edwardsville	Curriculum/ staff development Focus-math
Teacher Curriculum Work Center Chicago	4 Teachers 1972	Private Foundations 90,000	YMCA	600/month Teachers, university and community	Cooperative Policy Board	University of Chicago	Curriculum/ staff development
Teacher Learning Center DesPlaines	Teachers 1975	ESR Private Group 70,000	Residence	225 + /month Teachers, university, and community	Cooperative Policy Board	None	Curriculum/ staff development
Teacher-Operated Teacher Center Glenview	Teacher 1973	Title III District 45,000	Administration Building	300 + /month Teachers	Cooperative Policy Board	National College of Education, NIU, and Northeastern	Curriculum/ staff development
Teacher Reacher District 59 Arlington Heights	Teacher and Administrator 1976	District Materials sales 1,500	School	50/month Teachers	Cooperative Policy Board	None	Curriculum/ staff development
Upper Mississippi River Eco-Center Thompson	Teachers and administrators 1969	ESR Title IV 70,000	Remodeled gymnasium	500 + /month 18 School districts and students	Cooperative District Advisory Board	None	Curriculum/ staff development Focus-ecology

61

TEACHER CENTERS
A Resource Guide
March 1977

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